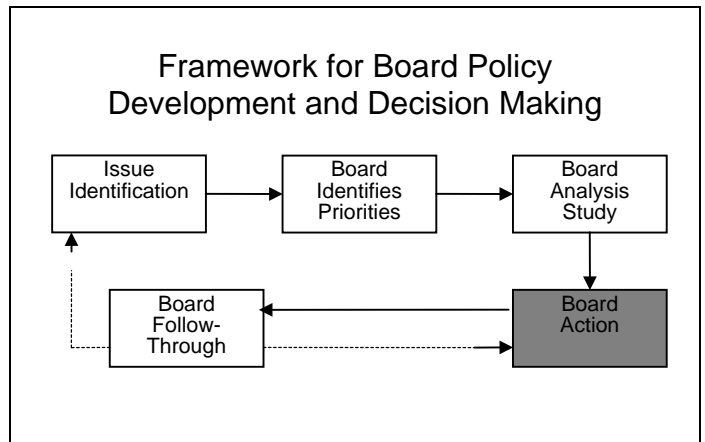


Iowa State Board of Education

Executive Summary July 26-27, 2006



- Agenda Item:** Chapter 56, Vocational Rehabilitation
- Iowa Goal:** 3. Iowans will pursue higher education that results in an improved quality of life supported by better economic opportunities through high skill employment.
- Equity Impact:** The proposed amendments align Vocational Rehabilitation Division rules with the Department of Public Health rules and regulations regarding sign language interpreters.
- Presenter:** Carol Greta, Attorney 3
- Attachments:** 1
- Recommendation:** It is recommended that the State Board adopt and file the proposed amendments to Chapter 56.
- Background:** This rule change will conform rule language to statutory intent and aligns Vocational Rehabilitation Division's program with Department of Human Rights rules regarding licensure of sign language interpreters.

EDUCATION DEPARTMENT [281]

Adopted and Filed

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education adopts amendments to Chapter 56, “Vocational Rehabilitation,” Iowa Administrative Code.

The proposed amendments align Vocational Rehabilitation Division rules with the Department of Public Health, Board of Interpreters for the Hearing Impaired Examiners of the Professional Licensure Division, rules and regulations regarding sign language interpreters and will implement necessary budgetary restrictions on client services.

An agency-wide waiver provision is provided in 281—chapter 4.

Notice of Intended action was published in the April 26, 2006 Iowa Administrative Bulletin as ARC#5055B. A public hearing was not held; no written or oral comments were received.

These amendments are intended to implement Iowa Code chapter 259, the federal Rehabilitation Act of 1973 as amended, and the corresponding federal regulations.

These amendments shall become effective September 20, 2006.

The following amendments are adopted.

Item 1. Amend subrule **56.16(4), paragraph “a,”** as follows:

56.16(4) *Financial assistance for post-secondary training.* Calculations of financial assistance for postsecondary training are based on tuition and fee amounts.

a. Tuition and fee-based general assistance.

(1) For community colleges, the division shall pay no less than 40 percent and no more than 60 percent of the per-credit-hour fee charged by the community college, with no limit as to the number of credit hours taken by the client.

(2) For all other colleges and universities, public and private, whether in Iowa or outside Iowa, the division shall pay no less than 40 percent and no more than 60 percent of the per-credit-hour fee charged by the college or university, limited to the amount charged by the least expensive Iowa regents institution.

(3) For other training programs that qualify for federal financial aid, the division shall pay no less than 40 percent and no more than 60 percent of the amount charged by the least expensive Iowa regents institution, limited to the full-time rate, prorated as necessary.

(4) For training programs that do not qualify for federal financial aid, the division shall pay ~~75 percent~~ no less than 40 percent and no more than 75 percent of the tuition and fees charged to the client.

~~(5) For post-secondary institutions for the deaf where interpreter and other special needs costs are a part of the regular tuition and fees, the division shall pay no less than 40 percent and no more than 60 percent of the amount charged by the least expensive Iowa regents institution, plus one-half of the estimated cost of the interpreter at the Iowa regents institutions.~~

~~(6)~~ (5) For continuing education courses, the division shall pay ~~75 percent~~ no less than 40 percent and no more than 75 percent of the tuition and fees charged to the client.

~~(7)~~ (6) For on-line courses, the level of support shall be determined on a case by case basis.

Item 2. Amend subrule **56.23(2)**, unnumbered paragraph 2, as follows:

56.23(2)

Interpreter services are those special communications services provided by persons qualified by training and experience to facilitate communication between division personnel and persons unable to communicate verbally in English. This includes deaf and hard-of-hearing persons who communicate using signs and finger spelling, as well as lip reading, writing, gestures, pictures, and other methods. Persons not fluent in the English language who could benefit from having any part of the vocational rehabilitation process translated into their major language are included. The division shall purchase sign language interpreter services, including transliterating services, from appropriately licensed interpreters only.

DATE

JUDY A. JEFFREY, DIRECTOR
DEPARTMENT OF EDUCATION